

A Study of Adjustment Problems among Adolescents of Secondary Schools from Dhanbad District

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ABSTRACT

Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristics as also the circumstances of the situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment. The main objective of this paper is to compare the adjustment among government and private secondary school students of Dhanbad district. The present study was conducted on a sample of 100 students i.e., 50 boys and 50 girls studying in 10th class drawn randomly from secondary schools of Dhanbad district. These schools were drawn from schools randomly by using lottery method of random sampling. The result of the revealed that Private secondary school students were found to have less adjustment problems in comparison to government secondary school students of Dhanbad district.

KEYWORDS: *Adjustment Problems, Adolescents, Secondary Schools, Dhanbad district*

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1. INTRODUCTION

This modern world is always evolving, and so too are people's requirements as time goes on. People in the modern world have to deal with a lot of tensions and as a result, unable to adapt to new surroundings. Man is sociable by nature and must conform to societal norms if he is to survive. Man cannot find fulfillment in life without adjusting to his society. In today's ever-evolving civilization, man must fend for himself. When a person doesn't or can't adapt to his social situation, he experiences a variety of negative emotions.

Every person makes an effort to satisfy basic physiological requirements like eating, drinking, and staying safe. A healthy personality cannot form in a person who is unable to adapt to his or her surroundings. Adjustment issues are a major concern in today's society. There has been a recent uptick in the publication of books, periodicals, scientific journals, etc., devoted to the topic of adjusting to a new environment. Psychological disorders and strained relationships have become hallmarks of the twenty-first century.

Students in the information era of the 21st century will inevitably develop the traits of a well-oiled machine, characterized by intense focus and lightning-fast response times. The pupils' sense of self and ability to adapt would be under more attack. In this context, "adjustment" primarily refers to an individual's ability to coordinate his or her own internal demands with those imposed by the external environment in the face of internal tensions, wants, conflicts, and frustrations. A student who is socially and emotionally well-adjusted is one whose personality development is unaffected by the normal range of interpersonal experiences.

The rise of materialism in recent decades has been a major factor in shaping modern society. Everyone has an innate propensity to fight for what they want and to become more powerful over time. Students are protesting and stirring up trouble, which is unsettling the brains of today's young. A stressed mind is not capable of making healthy social adjustments. It's common knowledge that a person can't flourish in life without making some kind of adjustments along the

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way. A well-rounded education prepares students for the challenges of today and tomorrow.

According to Herbert Spencer „Life is the continuous adjustment of internal relations to external relations.“ The dictionary meaning of the word “adjustment” is to fit, make suitable, adapt, arrange, modify or harmonize. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. According to L.S. Shaffer (1961) “Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfactions of these needs. Home and school play vital role in the adjustment of an individual. The present study compare the adjustment among government and private secondary school students of Dhanbad district.

1.1. The Need and Significance of the Study

The purpose of this essay is to makes an effort to pinpoint on adjustment problems among adolescents would typically focus on understanding the challenges they face during this critical stage of development. Such a study could encompass various aspects by studying adjustment Every person makes an effort to satisfy basic physiological requirements like eating, drinking, and staying safe. A healthy personality cannot form in a person who is unable to adapt to his or her surroundings. Adjustment issues are a major concern in today's society. There has been a recent uptick in the publication of books, periodicals, scientific journals, etc., devoted to the topic of adjusting to a new environment. Psychological disorders and strained relationships have become hallmarks of the twenty-first century.

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1.2. The Need and Significance of the Study

The purpose of this essay is to makes an effort to pinpoint on adjustment problems among adolescents would typically focus on understanding the challenges they face during this critical stage of development. Such a study could encompass various aspects by studying adjustment

Ho3: There is no significant difference in the adjustment problems of female adolescents studying in Government and Private schools.

1.3. Delimitation of the Study

1. The present study is delimited to the Private and Government secondary school students of Dhanbad district.
2. The study is delimited to 100 Secondary School Students only.
3. The study is confined to Private and Government Secondary School Students studying in class X.

2. Review of Related Literature

The review of related literature of the study were given below:

Vyas, S. (2021). An analysis of adjustment level among higher secondary school Students. *IOSR Journal of Nursing and Health Science*, 10(3), 44-48. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. The measurements of adjustment with school atmosphere, self-motivation, relationship with peers, support of teachers and involvement of parents in adjustment were also studied. Items within measurements were also studied separately to understand the influence of micro-level factors across schools, residential area, grade and gender. Findings

revealed that the adjustment with school atmosphere, self - motivation of students to make efforts for academic progress and support of teachers are the most serious extents influencing school adjustment. The results indicate that there is significant difference in adjustment of higher secondary school's students, and female students have good adjustment level when compared to the male students.

Bhagat, P. (2017). Educational-adjustment and self-efficacy of secondary school students in relation to their gender and type of school. *International Journal of Research in Social Sciences*, 7(5), 469-480. The present study was conducted to a randomly selected sample of 200 secondary school students of 9th class studying in Government and Private schools of Samba district of Jammu Division. Adjustment inventory developed and standardised by A.K.P. Sinha and R.P. Singh and Self-efficacy scale developed and standardised by G. P. Mathur and R. K. Bhatnagar were used to collect data. The collected was analysed with the help of inferential statistics 't-test'. The results of the study showed that female students of secondary schools are found educationally less adjusted than male students of secondary schools. Govt. school students are found educationally less adjusted than private school students. No significant difference is found in the self-efficacy of secondary school students in relation to their gender and type of school

Malaklolutu, S., & Selan, P. S. (2011). Adjustment problems among international students in Malaysian private higher education institutions. *Procedia-Social and Behavioral Sciences*, 15, 833-837. A quantitative survey using the 'International Student Problem Inventory' was conducted on randomly selected international students from five major private higher education institutions in Malaysia. Data analysis revealed that the adjustment problems related to academic, religious, personal, and social adjustment problems were rated high, with financial, and language adjustment problems showing the least impact. Based on the findings, some recommendations are provided to help international students get adjusted to the Malaysian environment and achieve academic success.

Raju, M. V. R., & Rahamtulla, T. K. (2007). Adjustment problems among school students. *Journal of the Indian academy of applied psychology*, 33(1), 73-79. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was

analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

2.1. Research Gap

Previous none of the studies have addressed on the compare of the adjustment among government and private secondary school students of Dhanbad district. Therefore the researcher select the title as "A Study of Adjustment Problems among Adolescents of Secondary Schools from Dhanbad District."

3. Methodology of the Study

In methodology descriptive method was used by the investigator.

Population

The population for the present study consisted of all X class secondary school students who are studying in various schools of Dhanbad district.

Sample

The present study was conducted on a sample of 100 students i.e., 50 boys and 50 girls studying in 10th class drawn randomly from secondary schools of Dhanbad district. These schools were drawn from schools randomly by using lottery method of random sampling. The list of all Secondary schools in Dhanbad district was obtained from the two websites.

Tools

An investigator collected the data for the present study from different secondary schools of Dhanbad district. The investigator used the following tools for this purpose:

Information blank prepared by the Investigator.

Self-made Adjustment scale. A standard 4-point Likert-style scale was created by the researcher. This scale includes 50 different adjustment-related indicators. The following table provides a breakdown of stress. The Scale consists of fifty separate statements. Each 'Always' and each 'Never' answer to affirmative assertions is worth 4 points. The Scale ranges from 0-200, with 200 being the highest possible score and 50 being the lowest. The scale's components were developed using data provided by the students.

Statistical Interpretation of Data

After completing the scoring of the collected data on academic achievement, to draw the inferences the data was further subjected to statistical analysis by

employing the following techniques. The test's goals and theoretical underpinnings were dissected. A SPSS has been utilized to conduct illustrative and inferential measures in order to explore the facts. Because the variables of gender, school, location, marital status, educational attainment, and language of instruction are continuous and normally distributed, a parametric test was deemed to be the most appropriate. Important if you care about the p value of 0.05.

4. Analysis and Interpretation

H₀₁: There is no significant difference in the adjustment problems of adolescents studying in Government and Private schools of Dhanbad district.

To verify the hypothesis, descriptive statistics and independent t-test were performed to verify the hypothesis which is shown in the following tables.

Table 4.1: Showing the Descriptive Statistics of The Adjustment Problems of Adolescents from Government and Private Schools of Dhanbad district

Adjustment Problems	Type of School	N	Mean	Std. Deviation	Sum of Mean and S.D
	Government School	100	67.46	9.77	
	Private School	100	56.52	20.66	

Source: Field survey (2022-2023)

The mean and range of adjustment problems scores for government schools were 67.46 ± 9.77 using $N=100$, and for private schools were 56.2 ± 20.66 using $N=100$, with sum of mean and S.D. of 133.98 ± 30.43 as shown in table no. 4.1 of the investigation. Private secondary school students were found to have less adjustment problems in comparison to government secondary school students of Dhanbad district. Adolescents may struggle with establishing new friendships, dealing with peer pressure, or fitting into existing social groups. Differences in socioeconomic backgrounds, cultural diversity, and academic competitiveness can also contribute to social adjustment difficulties in government schools.

Table 4.2: Independent Samples-t-test for Adjustment Problems of Adolescents from Government and Private Schools of Dhanbad district

Adjustment Problems	Variance Equivalence			t-Test for Average Comparison			
	Equal Variances not Assumed	F-Value	Sig.	t-Value	df	Sig. (2 tail)	Average Difference
		22.28	.000**	3.41	198	.000**	10.94

Source: Field survey (2022-2023)

It is apparent from the Table 4.2 that the mean scores of government and Private secondary school students 67.46 ± 9.77 using $N=100$, and for private schools were 66.2 ± 20.66 using $N=100$. The 't' value came out from the above two groups is 3.41, with df of 198 and F- value of 22.28, which is significant at 0.05 level of significance. Hence, there exists a significant difference between government and private secondary school students on dealing with adjustment problems. Thus, the hypothesis framed earlier, "There is significant difference between government and private seniorsecondary school students in the adjustment problems of adolescents studying in Government and Private schools of Dhanbad district." is rejected. Again it was found from table 4.2 that the mean score of Private secondary school students (56.52) is lesser than that of government secondary school students (67.42). Hence, Private secondary school students were found to have less adjustment problems in comparison to government secondary school students of Dhanbad district. Private schools often have better resources, facilities, and infrastructure compared to governmentschools. These enhanced resources can create a conducive learning environment and provide students with more opportunities for academic and extracurricular activities, leading to a smootheradjustment process.

H₀₂: There is no significant difference in the adjustment problems of male adolescents studying in Government and Private schools.

To verify the hypothesis, descriptive statistics and independent t test were performed to verify thehypothesis which is shown in the following tables.

Table 4.3: Showing the Descriptive Statistics of The Adjustment Problems of Male Adolescents from Government and Private Schools of Dhanbad district

Adjustment Problems	Type of School	N	Mean	Std. Deviation	Sum of Mean and S.D
	Government School (Male)	50	67.88	15.40	
	Private School (Male)	50	55.52	9.48	

Source: Field survey (2022-2023)

The mean and range of adjustment problems scores for male students from government schools were 67.88 ± 15.40 using $N=50$, and for private school's male students were 55.52 ± 9.48 using $N=50$, with sum of mean and S.D. of 123.4 ± 24.88 as shown in table no. 4.3 of the investigation. Private secondary school male students were found to have less adjustment problems in comparison to government secondary school male students of Dhanbad district.

Table 4.4: Independent Samples-t-test for The Adjustment Problems of Male Adolescents from Government and Private Schools of Dhanbad district

Adjustment Problems	Variance Equivalence			t-Test for Average Comparison			
	Equal Variances not Assumed	F-Value	Sig.	t-Value	df	Sig. (2 tail)	Average Difference
		19.33	.000	3.000	98	.000**	12.36

Source: Field survey (2022-2023)

It is apparent from the Table 4.4 that the mean scores of government and Private secondary school male students were 67.88 ± 15.40 using $N=50$, and for private school's male students were 55.52 ± 9.48 using $N=50$, with sum of mean and S.D. of 123.4 ± 24.88 as shown in table no. 4.3 of the investigation. The 't' value came out from the above two groups is 3.000, with df of 98 and F-value of 19.33, which significant at 0.05 level of significance. Hence, there exists a significant difference between government and private secondary school male students on dealing with adjustment problems. Thus, the hypothesis framed earlier, "There is no significant difference in the adjustment problems of male adolescents studying in Government and Private schools." is rejected. Again it was found from table 4.4 that the mean score of Private secondary school male students (55.52) is lesser than that of government secondary school students (67.88). Hence, Private secondary school male students were found to have less adjustment problems in comparison to government secondary school male students of Dhanbad district. Private schools tend to offer comprehensive support systems, including counseling services, academic assistance, and extracurricular programs. These support systems can address the diverse needs of students, both academically and emotionally, promoting their overall well-being and adjustment.

H₀3: There is no significant difference in the adjustment problems of female adolescents studying in Government and Private schools.

To verify the hypothesis, descriptive statistics and independent t test were performed to verify the hypothesis which is shown in the following tables.

Table 4.5: Showing the Descriptive Statistics of The Adjustment Problems of Female Adolescents from Government and Private Schools of Dhanbad district

Adjustment Problem	Type of School	N	Mean	Std. Deviation	Sum of Mean and S.D
	Government School (Female)	50	71.48	16.10	136.52 \pm 29.89
	Private School (Female)	50	65.04	13.79	

Source: Field survey (2022-2023)

The mean and range of adjustment problems scores for female students from government schools were 71.48 ± 16.10 using $N=50$, and for private school's male students were 65.04 ± 13.79 using $N=50$, with sum of mean and S.D. were 136.52 ± 29.89 as shown in table no. 4.5 of the investigation. Private secondary school female students were found to have less adjustment problems in comparison to government secondary school female students of Dhanbad district. Private schools often prioritize safety and discipline within their campuses. Female students may feel more secure in such environments, which can positively impact their adjustment and alleviate concerns related to harassment or bullying. The presence of strict policies and disciplinary measures can contribute to a more orderly and conducive learning environment.

Table 4.6: Independent Samples-t-test for The Adjustment Problems of Female Adolescents from Government and Private Schools of Dhanbad district

Adjustment Problems	Variance Equivalence			t-Test for Average Comparison			
	Equal Variances not Assumed	F-Value	Sig.	t-Value	df	Sig. (2 tail)	Average Difference
		17.88	.000	3.901	98	.000**	6.44

Source: Field survey (2022-2023)

It is apparent from the Table 4.6 that the mean scores of government and private secondary school female students were 71.48 ± 16.10 using $N=50$, and for private school's male students were 65.04 ± 13.79 using $N=50$, with sum of mean and S.D. were 136.52 ± 29.89 as shown in table no. 4.6 of the investigation. The 't' value came out from the above two groups is 3.901, with df of 98 and F-value of 17.88, which significant at 0.05 level of significance. Hence, there exists a significant difference between government and private secondary

school female students on dealing with adjustment problems. Thus, the hypothesis framed earlier, "There is significant difference in the adjustment problems of female adolescents studying in Government and Private schools" is rejected. Again it was found from table 4.6 that the mean score of Private secondary school female students (65.04) is lesser than that of government secondary school students (71.48). Hence, Private secondary school female students were found to have less adjustment problems in comparison to government secondary school female students of Dhanbad district. Private schools sometimes offer gender-specific programs or initiatives that cater to the unique needs and challenges faced by female students. These programs may focus on empowerment, leadership development, self-esteem building, and addressing gender-related issues. Such targeted support can enhance female students' adjustment and overall well-being.

5. Conclusion

The above research suggests private secondary schools may experience fewer adjustment problems compared to their counterparts in government secondary schools. Here are some reasons that contribute to this observation:

Resources and facilities: Private schools often have better resources, facilities, and infrastructure compared to government schools. These enhanced resources can create a conducive learning environment and provide students with more opportunities for academic and extracurricular activities, leading to a smoother adjustment process.

Smaller class sizes: Private schools typically have smaller class sizes, allowing for more personalized attention and interaction between students and teachers. This can foster stronger relationships, increased engagement, and a sense of belonging, positively impacting students' adjustment and academic performance.

Support systems: Private schools tend to offer comprehensive support systems, including counseling services, academic assistance, and extracurricular programs. These support systems can address the diverse needs of students, both academically and emotionally, promoting their overall well-being and adjustment.

Academic rigor: Private schools often have higher academic expectations and rigorous curricula. While this can initially be challenging for students, it can also instill discipline, work ethic, and resilience. The structured academic environment may contribute to better adjustment as students become accustomed to higher standards.

Parental involvement: Private school parents are often more actively involved in their child's education, providing additional support and guidance. Increased parental engagement can positively impact students' adjustment, motivation, and academic outcomes.

Gender-specific programs: Private schools sometimes offer gender-specific programs or initiatives that cater to the unique needs and challenges faced by female students. These programs may focus

on empowerment, leadership development, self-esteem building, and addressing gender-related issues. Such targeted support can enhance female students' adjustment and overall well-being.

Safety and discipline: Private schools often prioritize safety and discipline within their campuses. Female students may feel more secure in such environments, which can positively impact their adjustment and alleviate concerns related to harassment or bullying. The presence of strict policies and disciplinary measures can contribute to a more orderly and conducive learning environment.

Resources and opportunities: Private schools frequently have better resources, extracurricular programs, and opportunities for female students. These can include sports, arts, clubs, and community engagement activities. Access to a diverse range of opportunities can enhance their social integration, skill development, and overall adjustment.

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